



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9850 E. Rankin Loop, Vail, AZ 85747

Vail Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Excelling  
2003-04 Highly Performing  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Kevin Carney  
Schedule : 07:30 AM to 03:30 PM  
Grades : 6-8  
2005 Enrollment : 654  
Web Address : ds.vail.k12.az.us  
Phone Number : (520) 762-2700  
Fax Number : (520) 762-2701  
E-mail : carneyk@vail.k12.az.us

### Mission

Desert Sky Middle School is a community dedicated to the academic success and personal development of each individual. At Desert Sky, we promote responsibility and mutual respect.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

Ü TBA

Ü TBA

Ü TBA

Ü TBA

### Enrollment

October 1, 2004 School Year Student Enrollment : 664  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 29

## Instructional Programs

- ü Core Academics
- ü Inclusion, Resource & ELP Programs
- ü Band, Choir, Physical Ed., and Fine Arts
- ü Reteach/Enrichment Classes
- ü Afterschool Remediation
- ü P.R.I.D.E. Program
- ü Member Desert Plains League Athletics
- ü Anti-Bullying Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

It is the mission of the Vail School District to provide parents with safe and nurturing school communities, where their children can obtain a quality education. We value parental involvement, address parental concerns, and work towards solutions.

### Parents

Teachers and parents need to work as a team to serve the best interest of the student. Parents are expected to be actively involved in the student's education and expand his/her desire to learn by setting goals and having them at school regularly.

## Transportation Policy

Board Policy EEAA, Walkers and Riders, authorizes the administration to provide bus services for those students living more than one and one half miles from school, for grades six through twelve.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü KVOA One for the Community Award	2003
ü DPL Champs Baseball, Girls Basketball & Wrestling	2003
ü DPL Champs in Wrestling, Boys/Girls Basketball, Soccer	2004
ü Highly Performing Lable	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	247	581	78250	100	100	99	580	572	548	7	9	21	10	13	18	60	60	48	23	19	13
All Students (Prior Year)	259	509	75001	100	100	99	485	485	468	22	27	37	42	37	36	19	17	16	17	19	10
Female	115	270	38071	100	100	99	577	569	549	9	9	20	12	14	19	57	58	49	22	19	12
Male	132	311	40126	99	100	99	582	575	547	5	8	23	9	12	17	63	61	46	23	19	14
African American	17	32	4058	94	97	99	547	553	523	13	7	32	38	32	22	50	57	41	0	4	5
Hispanic	60	115	29129	100	100	99	571	558	527	9	14	32	9	13	23	69	63	40	13	11	6
Asian/Pacific Islander	NC	11	1747	NC	100	100	NC	576	589	NC	13	9	NC	0	9	NC	63	50	NC	25	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	165	421	38320	100	100	99	586	577	568	6	8	12	8	12	14	57	59	55	28	22	19
Students with Disabilities	26	60	9329	100	100	100	499	473	454	36	45	64	32	25	18	27	27	16	5	2	2
Students without Disabilities	221	522	68996	98	100	99	588	583	561	4	5	16	8	11	18	63	63	52	25	21	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	247	582	44937	100	100	100	580	572	561	7	9	13	10	13	15	60	60	54	23	19	18

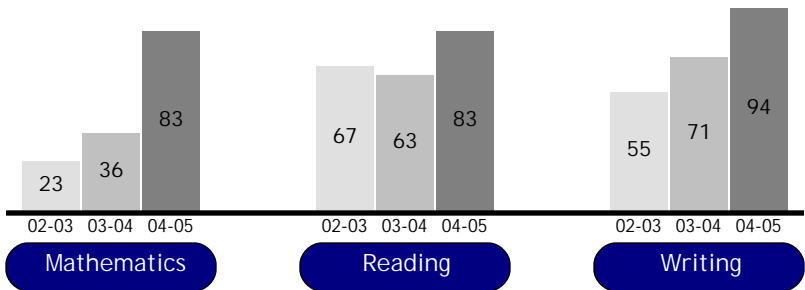
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	247	581	78302	100	0	99	540	533	512	2	4	11	15	17	25	70	68	57	13	11	7
All Students (Prior Year)	259	508	74918	100	100	99	517	513	497	17	20	32	20	19	19	39	39	35	24	21	15
Female	115	270	38082	100	0	99	541	537	518	2	2	8	14	16	24	71	69	61	13	13	7
Male	132	311	40166	99	0	99	539	531	507	3	5	14	15	18	26	69	68	54	14	9	6
African American	17	32	4064	94	0	100	517	519	498	19	11	14	13	21	29	63	61	54	6	7	3
Hispanic	60	115	29152	100	0	99	533	519	492	2	5	17	20	23	34	74	69	46	4	3	2
Asian/Pacific Islander	NC	11	1746	NC	0	100	NC	536	542	NC	13	5	NC	0	13	NC	63	66	NC	25	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	165	421	38347	100	0	99	545	538	531	1	2	5	14	16	17	69	69	68	17	13	10
Students with Disabilities	26	60	9353	100	0	100	459	440	429	9	20	40	68	59	38	23	22	22	0	0	1
Students without Disabilities	221	522	69024	98	0	99	549	544	524	1	2	7	9	12	23	75	73	62	14	12	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	247	582	44979	100	0	100	540	533	525	2	4	6	15	17	18	70	68	66	13	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	247	581	78094	100	100	99	580	572	545	0	1	3	5	9	18	94	88	77	0	2	2
All Students (Prior Year)	259	505	74503	100	99	99	525	524	491	3	4	9	26	25	32	60	61	51	11	11	8
Female	115	270	38025	100	100	99	590	582	558	0	1	2	4	4	13	96	92	82	1	4	2
Male	132	311	40013	99	100	99	570	562	534	0	1	5	7	13	23	93	85	71	0	1	1
African American	17	32	4037	94	97	99	570	563	532	0	0	4	0	11	22	100	89	73	0	0	1
Hispanic	60	115	29068	100	100	99	571	561	523	0	1	5	7	11	27	93	85	67	0	2	1
Asian/Pacific Islander	NC	11	1743	NC	100	100	NC	593	577	NC	0	2	NC	0	9	NC	100	82	NC	0	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	165	421	38265	100	100	99	584	575	564	0	1	2	5	8	11	94	89	84	1	2	3
Students with Disabilities	26	60	9275	100	100	100	514	476	444	0	10	14	18	29	46	82	61	39	0	0	1
Students without Disabilities	221	522	68892	98	100	98	587	582	559	0	0	2	4	6	14	96	91	82	0	2	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	247	582	44871	100	100	100	580	572	559	0	1	2	5	9	12	94	88	84	0	2	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	99	71	65	53	98	72	NA	56	100	68	64	51
	Language	99	64	57	45	99	65	55	48	100	62	58	47
	Mathematics	99	79	75	62	99	80	76	66	100	72	68	52
7	Reading	100	62	59	51	96	67	NA	54	100	64	61	50
	Language	99	61	58	54	97	71	63	58	100	69	65	52
	Mathematics	99	64	62	58	97	67	64	62	100	67	65	50
8	Reading	98	62	63	53	96	64	NA	55	100	62	59	51
	Language	96	61	59	49	97	60	57	52	100	61	59	50
	Mathematics	97	61	61	58	97	63	64	61	100	68	63	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Desert Sky Middle School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Curriculum and Instructional Goals
- Ü Site Budget
- Ü School Safety Issues
- Ü Development of School Mission
- Ü Student Dress Code and Conduct
- Ü School Improvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.60
Other Professional Staff	5.20	Teacher Aide	19.25

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	8	0	0
4 to 6 years	5	6	0	0
7 to 9 years	2	6	0	0
10 or more years	0	9	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	120
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Labs
- Ü Gymnasium
- Ü Live TV Broadcast Center
- Ü Media Center

### Extracurricular Activities

- Ü Close Up
- Ü Student Council
- Ü Desert Plains Sports League
- Ü National Junior Honor Society
- Ü Yearbook Club
- Ü Cougar News Central
- Ü Musical Theater
- Ü Steel Drums and Jazz Band

### Social Services

- Ü Social Worker
- Ü School Resource Officer
- Ü Behavior Specialist
- Ü School Psychologist
- Ü Speech Specialist
- Ü Inclusion Specialist
- Ü OT/PT

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü 2004-2005 Goal Met:  
75% of students will achieve at the instructional level on the Mixed Basic Facts probe.
- ü 2004-2005 Goal Met:  
The school will institute a reteach period to give additional help to students who are deficient in the areas of math or reading.
- ü 2004-2004 Goal Met:  
Each teacher will make at least 12 positive parental contacts per month with 95% compliance.
- ü 2004-2005 Goal Met:  
Each teacher will include the standards to be taught for that month within monthly newsletters with 95% compliance.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	9	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	90	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Parent involvement. SRO Officer. DARE training. Red Ribbon Week activities. Child Study Team. Emergency procedures in place. Code of Conduct. Student Agenda Use. PRIDE Program. Conduct Regular Emergency Drills. Alternative Education Program, Anti-Bullying Program, Junior Leadership, and Student Council.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Kevin Carney	(520) 762-2704
Transportation Policy	Al Flores	(520) 762-2050
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Elizabeth Lilly	(520) 663-3619
Student Health/Nurse	Chris Conte	(520) 762-2655

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.